DOCUMENT RESUME

ED 276 797 UD 025 253

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TITLE A Statistical Portrait of the Multicultural/Multiethnic Student Population in Portland Public Schools. A Summary Report.
INSTITUTION Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
PUB DATE Jan 86
NOTE 54p.
PUB TYPE Statistical Data (110) -- Reports - General (140)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Cultural Awareness; *Cultural Education; Cultural Pluralism; Elementary Secondary Education; Ethnic Groups; Ethnic Studies; *Minority Group Children; *Minority Group Teachers; *Multicultural Education
IDENTIFIERS *Oregon (Portland)

ABSTRACT

This report addresses the following: (1) rates of gain, levels of academic achievement, and participation in district programs of various cultural/ethnic groups of students; (2) the ways in which the Portland (Oregon) public schools' curriculum addresses appreciation and knowledge of students' own culture and that of others; and (3) the extent to which teaching staff and district policymakers reflect the cultural diversity of the district's students. Elementary test scores of minority students are lower than those of nonminority students typically by one or more grade levels, but the differences have been diminishing. Rates of gain in minority students have been equal to or greater than that of nonminority students. To provide multicultural education, the district has done the following: (1) increased information and materials on cultural groups in subject matter areas; (2) increased inter-group affective education; (3) maintained offerings in foreign languages and history; and (4) offered English as a Second Language/bilingual programs. The district attempts an ethnic distribution of teachers corresponding to that of students, but minority teachers are underrepresented, especially at the high school level. Significant efforts are being made to correct this. The report concludes with a number of plans to improve the education of all students and commitments to learn more about the district's students. (LHW)

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A Statistical Portrait of the Multicultural/Multiethnic Student Population In Portland Public Schools

A Summary Report

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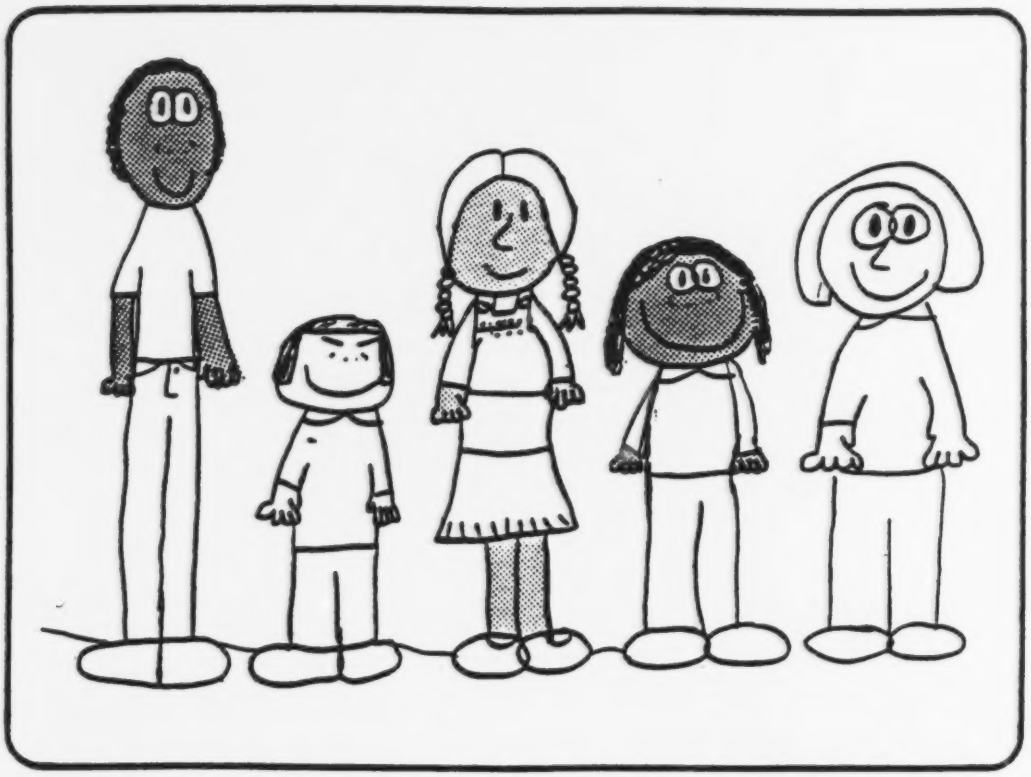

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A Summary Report

January, 1986

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I. INTRODUCTION

Purpose

This report is one more step of a long journey of understanding and improving the education of all children in Portland Public Schools. As part of carrying out its commitment to the pursuit of equity and excellence for all its students, the district continues to centrally gather and analyze statistical data on its culturally diverse student population, and to use that analysis for informed decision-making. The data presented here are being used by district staff to plan and to improve programs and services aimed at helping all its students learn as much as they can in appropriate and fair ways. The purpose of this report, and the annual statistical reports which are to follow, is to assist the district and the community in making informed decisions leading to improved equity and excellence in the Portland schools.

Background

In February, 1974, the Board of Education of the Portland Public Schools established its policies on Integrated Education Programs and Affirmative Action. Those policies established guidelines for the district in taking positive steps to assure equity in its schooling programs. Among other requirements, the Superintendent was to produce an annual report on racial balance, which would analyse school enrollment patterns for evidence of desegregation gains. That report has been produced annually since that time.

In April, 1980, the Portland Board of Education adopted its Comprehensive Desegregation Plan. That plan established several activities and programs aimed at improving the education of all students throughout the district. A Desegregation Monitoring and Advisory Committee (DMAC), was established to report to the Board of Education at least twice a year on progress made in implementing that plan. Those reports have been made to the Board since that time.

In April, 1982, Dr. Matthew Prophet became the Superintendent of the Portland Public Schools. Dr. Prophet brought with him a wealth of experience and understanding which had placed him in a role of national leadership in the area of school system equity and concern for the education of culturally diverse youngsters. Although the annual Desegregation Report, and the semi-annual DMAC Report provided data on racial equity on a regular basis, Dr. Prophet felt that more comprehensive reporting on a more complete spectrum of student educational indicators was needed to support more informed decision-making.

In September, 1982, the district published its first annual High School Profiles, to provide an overview of student performance variables at the high school levels. Two years later, the district began publication of its annual Elementary Achievement Profiles, to provide similar information for the district's elementary and middle schools. At that time, the district also initiated the dissemination of grade by grade achievement test data for ethnic

groups for the entire district, as well as by cluster and school. Although each of those forms of reporting added considerably to the information available concerning the status of students of various ethnic backgrounds in the district, and to the district's successes and failures in its attempts to provide equal educational opportunities, there still was not a single comprehensive document which pulled together in one place the pertinent data relevant to questions of educational equity.

In February, 1985, the Portland Public Schools requested help from the Northwest Regional Educational Laboratory with an overall analysis of data on the culturally diverse student population in the school district. The Laboratory was to analyze data, conduct a literature search, and produce a data base to be used in decision-making and reporting. In April, 1985, Dr. Porter Sexton of the district's Office of Management Information Services came to the Laboratory as an intern to work on the project. Under the guidance of Dr. Gary Estes of the Assessment and Evaluation Program and a district research steering committee, Dr. Sexton completed an initial draft document and presented the major findings to a group of district administrators, Laboratory personnel and members of the lay public in June, 1985.

During the following two months, the Laboratory did an internal review of the draft document and conducted additional analyses and literature reviews. At the same time, we disseminated copies of the document to district administrators, external experts and other professionals in education for review and input.

In August, Dr. Kim Yap of the Laboratory's Assessment and Evaluation Program assumed responsibility for studying the input provided by the reviewers and incorporating the input into a second draft.

In its final draft form, the data base pulled together relevant analyses of data on all children in Portland Public Schools. It served as an initial body of data on which the district could base its future efforts and analyses in addressing relevant concerns.

At this time, the Laboratory is presenting this summary report to the Portland Public School District, to provide an overview of the current status of education for the district's multicultural, multiethnic student population, and to use as a prototype to produce its own reports on the success of the entire student population in the Portland schools. This report contains a summary of the major findings and conclusions of our study.

Student Population and Desegregation

The Portland School District registers its students as American Indian, white, black, Asian or Hispanic. For the 1984-85 school year, its official October 1st student enrollment was 73.8 percent white, 14.7 percent black, 7.8 percent Asian, 1.9 percent Hispanic and 1.8 percent American Indian. These 50,986 youngsters were educated in 110 schools and special instruction facilities. The district continues to enjoy a high level of desegregation and has never been under a court order to desegregate its schools.

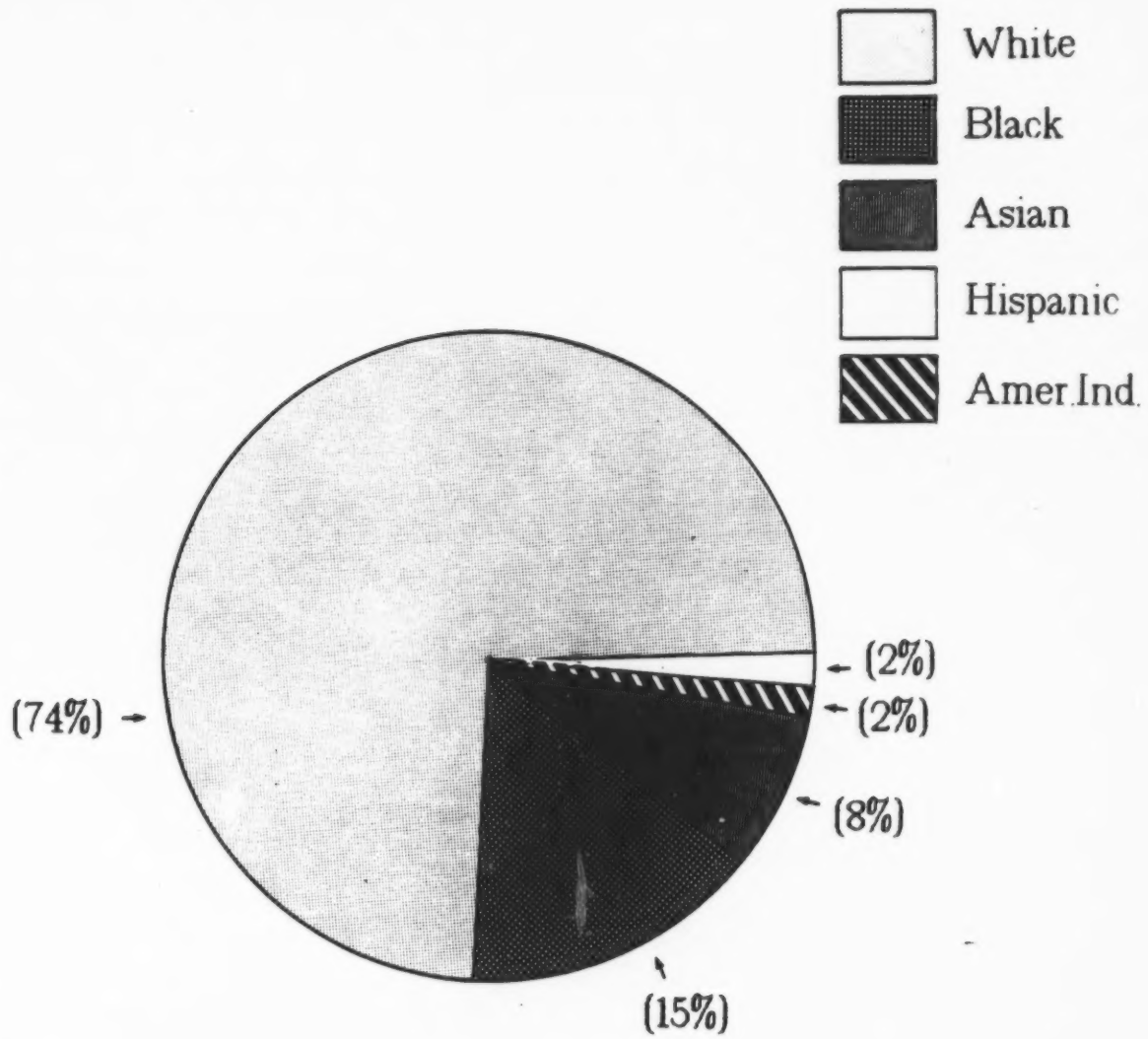
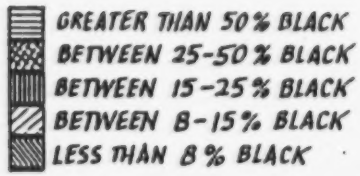


Figure 1. Enrollment, October 1, 1984.

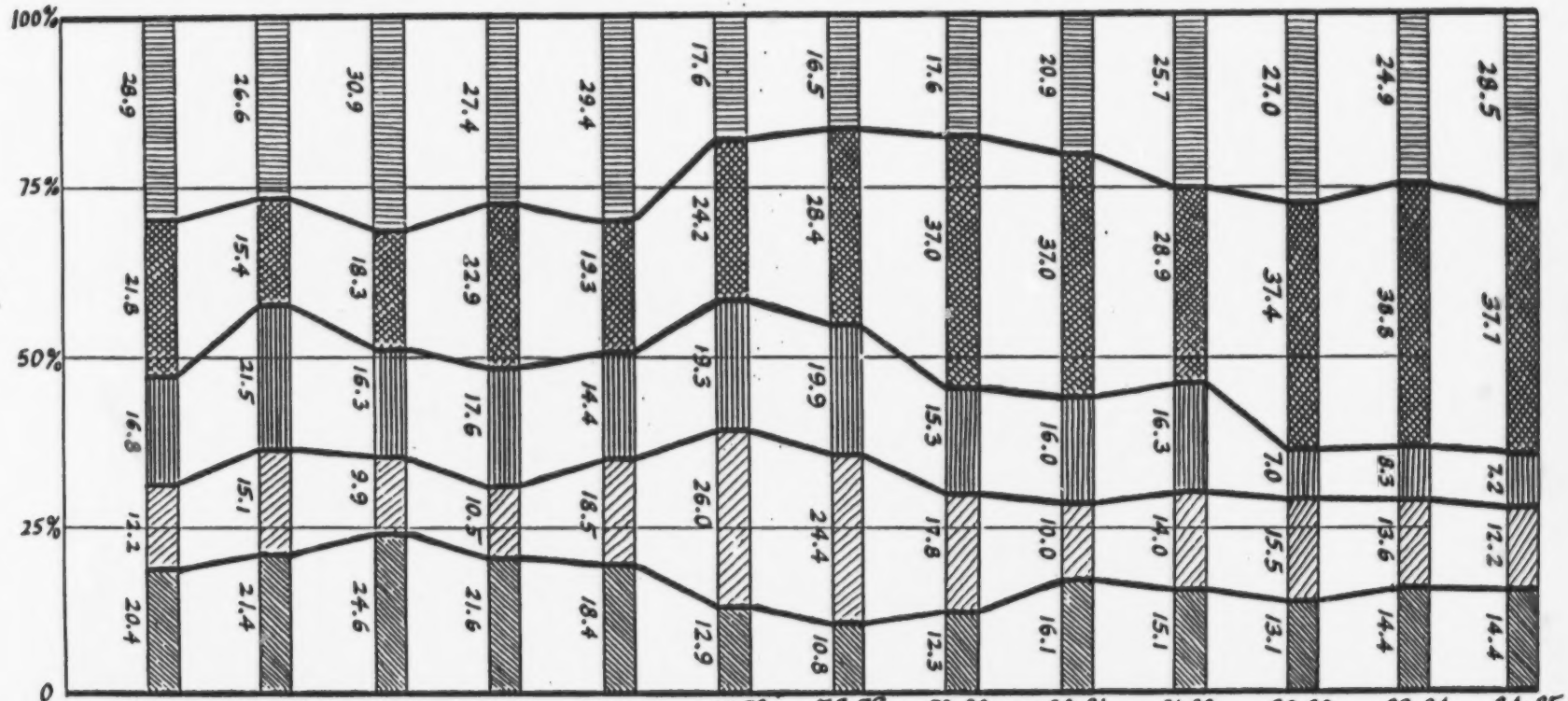
FIGURE 2: RACIAL BALANCE 1984-85

1984 OCTOBER ENROLLMENT REPORT

Trend in Racial Balance



This chart illustrates the percentage of black students attending schools that are less than 8% black, 8-15% black, 15-25% black, 25-50% black, or greater than 50% black since the 1972-73 school year. This information is useful in determining the District's progress in meeting the guidelines for racial desegregation established by the Oregon Department of Education.



	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85
# Black Students	(7307)	(7568)	(7529)	(7799)	(7919)	(7,960)	(7,942)	(7,910)	(7,327)	(7,628)	(7,711)	(7,479)	(7,491)
% Black Students	10.5%	11.4%	11.8%	12.6%	13.1%	13.8%	14.3%	14.7%	13.9%	14.6%	15.1%	14.7%	14.7%
Total District Enrollment	69,400	66,325	63,637	62,028	60,334	57,583	55,631	53,670	52,869	52,340	51,169	50,800	50,986

Drawing from existing district information sources, this report presents data relevant to five questions of interest to parents, citizens, and educators regarding the equitable education of all Portland's students:

1. What are the rates of gain and levels of academic achievement of the various cultural/ethnic groups of students in Portland Public Schools?

2. To what extent do the various cultural/ethnic groups of students participate in district programs?

3. In what ways does Portland Public Schools' curriculum address appreciation and knowledge of each student's own culture and the culture of others?

4. To what extent does Portland Public Schools' teaching staff reflect the cultural diversity of the district's students?

5. To what extent do groups which formulate district policies reflect the cultural diversity of the district's students?

The report does not attempt to deal with the causes of existing conditions or outcomes of schooling. Instead, it presents a statistical portrait of the various cultural and ethnic groups of children in the district on selected indicators for which data are available. For some indicators, multi-year data were obtained; for others, data for only a single school year were available. A summary of findings follows.

II. FINDINGS

Student Performance

Five sources of indicators of student performance have been consulted in preparing this report: test scores, school grades, absences, dropouts and suspensions.

A review of elementary districtwide basic skills achievement test results (Table 1 and Figure 3) indicates the following general trends and relationships:

- Students in Portland overall, and in each ethnic group, generally outperform their peers nationwide. Today, the typical eighth grade student in the Portland Public Schools is performing at approximately the 65th national publisher's percentile in both reading and mathematics, or more than one and a half grade levels above the national average.

- The average levels of minority student elementary test scores within the district have been lower than the average levels of nonminority student test scores, typically by a grade level or more, but the differences have generally been diminishing. Some have characterized this phenomenon as "closing the achievement gap."

- The rates of gain in elementary test scores for minority students have often been as great as, or greater than, the rates of gain of nonminority students, which results in "closing the achievement gap."

Some specific illustrative observations permitted by the data on elementary achievement include:

- As a result of the achievement gains they have been making, 46 percent of our black elementary students who receive a full year's instruction in one of our schools are currently reading above the national test publisher's average -- up from 35 percent just four years ago, an eleven-point gain. Since the national average is the point above which

50 percent of students achieve, we are now within 4 percentage points of having the average of this student population at the national level.

- Our Asian students, including many recent refugees, have gone from approximately nine points above the national average in mathematics two years ago (when the population stabilized) to more than 17 points above that level today.

- Our Hispanic children have made almost a 14 point gain over the last five years in reading and are now performing almost 10 points above the national level.

- Our Native American students are performing well above the national level in the basic skills.

A review of secondary districtwide Graduation Standards test results (Table 2) indicates the following general trends and relationships:

- Approximately 6 percent of our high school seniors have been ineligible to receive a standard high school diploma over each of the last two years due to their inability to pass the district's basic skills Graduation Standards Tests.

- At the secondary level, a generally declining but still disproportionate percentage of the students not passing the District's Graduation Standards Tests (GST) have been minority students.

Some specific illustrative observations permitted by the data on Graduation Standards test results include:

- In 1983-84, of the 193 students not passing one or more of the graduation tests, 44 were Black (23%). In 1984-85, 40 of the 215 nonpassers were Black (19%). The mathematics requirements have proved especially difficult for black students.

- Asian students represented 52 percent of nonpassers in 1983-84 (101 students) and 50 percent (108 students) in 1984-85. Asian students

(mostly those who are recent Southeast Asian refugees) had greater difficulty in passing the reading test.

. Six Hispanic students did not pass the tests in 1984-85 versus two in 1983-84. One and three American Indian students did not pass the tests in each of the last two years respectively. (While these numbers translate into percentages that are approximately proportionate, given the numbers of these students in the student body, the numbers of Hispanic and American Indian students involved are so small as to make calculation of percentages relatively unreliable.)

The disproportionate number of Asian students failing the GST has been and remains a major concern of the district. Three years prior to the implementation of the GST as a graduation standard, the ESL/Bilingual Program and Evaluation Department initiated a joint research effort to discover the nature and extent of the barriers, within the GST, facing non-native English speaking students. The results of their research include: (1) a revised and improved item bias procedure; (2) identification and replacement of a significant number of test items that were biased against non-native English speaking students; (3) development of practice test curriculum materials for non-native English speaking students with little or no previous exposure to standardized tests; (4) development and distribution of bibliographies for high school ESL students with cross references for GST test goals and the ESL curriculum; and (5) an analysis of profiles of those non-native English speaking students who, after completion of the practice test curriculum, were still unable to pass the test.

The results of the research and curriculum development efforts by Evaluation and ESL/Bilingual were that the passage rate for juniors and seniors from the ESL/Bilingual Program went from 4 percent to over 60 percent. Of those that were unable to pass, all had been in the United States for less than six years and had a lack of formal educational training in their own language.

This group, whose previous background serves as a barrier to the passing of the GST, remains a high priority for the ESL/Bilingual Program. In most cases, they are unable to meet the requirements for a standard diploma in

four years and are unwilling to stay in school for a longer time period. Efforts are being continued to provide them with career training and employment opportunities through the Refugee Job Preparation program and to refer them to alternative programs within the district, such as Vocational Village. At the same time, a new instuctional project, ACE (Access to Content Education), will develop curriculum materials and train high school and middle school teachers to adapt a standard course content for these and other LEP students.

Similar efforts have been initiated by the district to address the problems of black students failing to meet the Graduation Standards Tests criteria. Such programs as Project SEED, MESA, Upward Bound, and the Jefferson Academy serve a number of black students and provide additional opportunities for mastery of skills required for graduation.

A review of the data on grades, absences, graduation rates, and dropout and suspension rates (Tables 3-7) leads to the following observations:

- Asian and white students received the highest percentage (28.7 and 22.2 respectively) of A's and the lowest percentage (5.0 and 11.2 respectively) of F's in their schoolwork. In proportion, blacks received the smallest number of A's (11.6 percent) and American Indians had the largest number of F's (22.3 percent).

- Asian and white students showed the smallest number of class absences, averaging 1.5 and 2.8 absences, respectively, during the third quarter of 1984-85. American Indians, blacks and Hispanics all had more than an average number of class absences during the same period of time.

- The percentage of high school graduates differed quite substantially among the ethnic groups in 1984-85. Asian and white students demonstrated higher rates of graduation (87 and 84 percent, respectively) in comparison with American Indian, Hispanic, and black students who had a below average rate of high school graduation, averaging 79 percent.

- There has been a general decrease in dropout rates in the district in recent years. Asian students showed the lowest dropout rate, averaging 5.0 percent for 1984-85. American Indians and Hispanics had higher dropout rates, averaging 14.5 and 10.4 percent, respectively, for the same year. Dropout rates for white and black students were very close to the district average of 7.2 percent.

- Suspension rates have declined over the past several years for most ethnic groups. Black students, however, still showed a relatively high rate, averaging 6.2 percent for 1984-85 as compared with the district average of 3.2 percent. (This means that 6.2 percent of the district's black students were suspended in 1984-85, but only 3.2 percent of all students in the district were suspended during the year.) Asian students had the lowest rate, averaging only .8 percent for the same year. Hispanic and American Indian students showed a suspension rate very close to the district average. White students' rate was slightly below the district average.

The following tables (1-7) present basic data on student performance variables by ethnic groups.

TABLE 1

PERCENT OF PORTLAND PUBLIC SCHOOLS ELEMENTARY (GRADES 3 THROUGH 8) STUDENTS ABOVE NATIONAL TEST PUBLISHER'S NORMS (AND NUMBER OF STUDENTS FOR WHOM VALID WHOLE-YEAR TEST SCORES ARE AVAILABLE)

A. READING

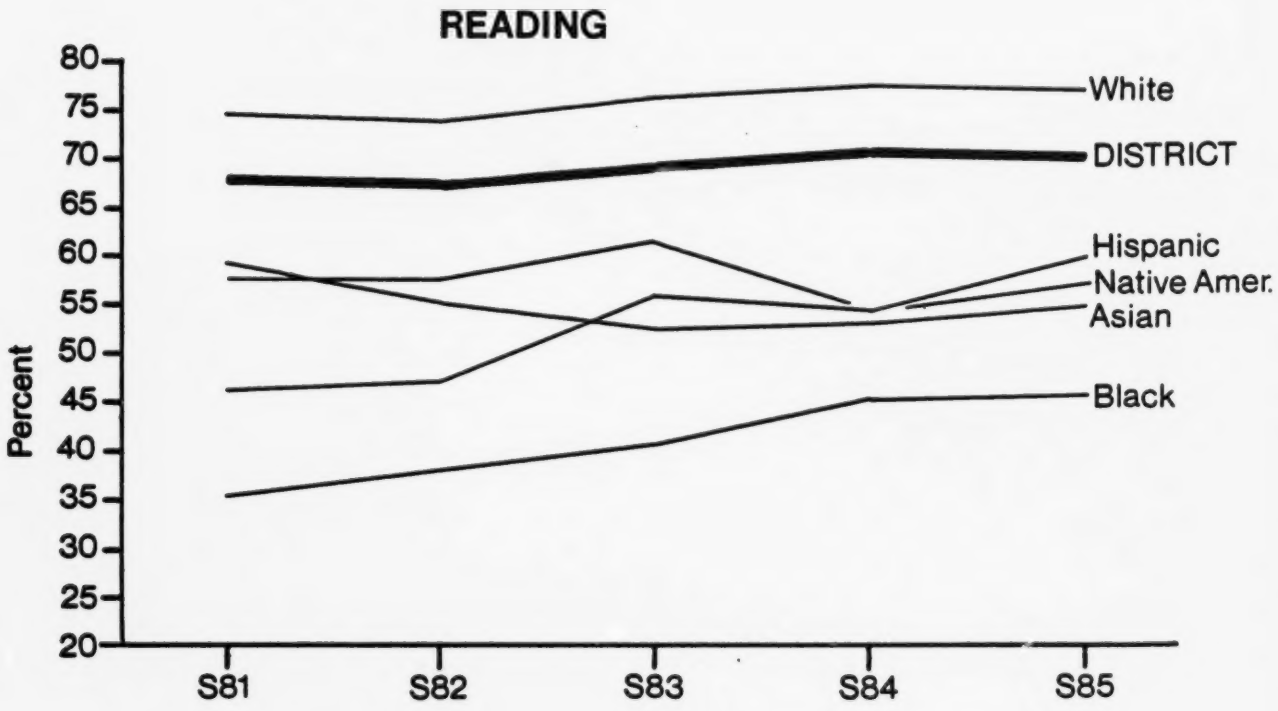
	Spring 81	Spring 82	Spring 83	Spring 84	Spring 85
Total	66.9 (12364)	66.2 (13545)	68.3 (14700)	70.0 (15775)	69.3 (17743)
American Indian	57.2 (280)	57.0 (214)	60.7 (242)	54.6 (253)	56.5 (315)
White	73.8 (9603)	73.0 (10402)	75.6 (11115)	76.7 (11801)	76.0 (13191)
Black	34.9 (1756)	37.9 (1951)	40.6 (2160)	44.9 (2300)	46.0 (2577)
Asian	59.4 (611)	54.4 (787)	51.6 (948)	52.4 (1142)	54.4 (1340)
Hispanic	45.7 (186)	47.1 (191)	55.8 (235)	54.1 (279)	59.4 (320)

B. MATHEMATICS

	Spring 81	Spring 82	Spring 83	Spring 84	Spring 85
Total	59.7 (12095)	62.3 (13591)	63.0 (14771)	64.7 (15923)	66.2 (17857)
American Indian	51.2 (207)	49.6 (220)	57.6 (243)	57.1 (252)	53.9 (317)
White	65.9 (9345)	68.8 (10385)	69.9 (11093)	71.6 (11842)	72.4 (13247)
Black	27.4 (1742)	30.6 (1952)	32.2 (2174)	34.7 (2329)	37.2 (2591)
Asian	65.4 (618)	63.7 (841)	58.7 (1024)	60.4 (1213)	67.1 (1378)
Hispanic	37.2 (183)	42.0 (193)	47.7 (237)	49.8 (287)	53.4 (324)

FIGURE 3

GRAPHIC PRESENTATION OF THE PERCENT OF PORTLAND PUBLIC SCHOOLS ELEMENTARY STUDENTS ABOVE NATIONAL TEST PUBLISHERS NORMS.



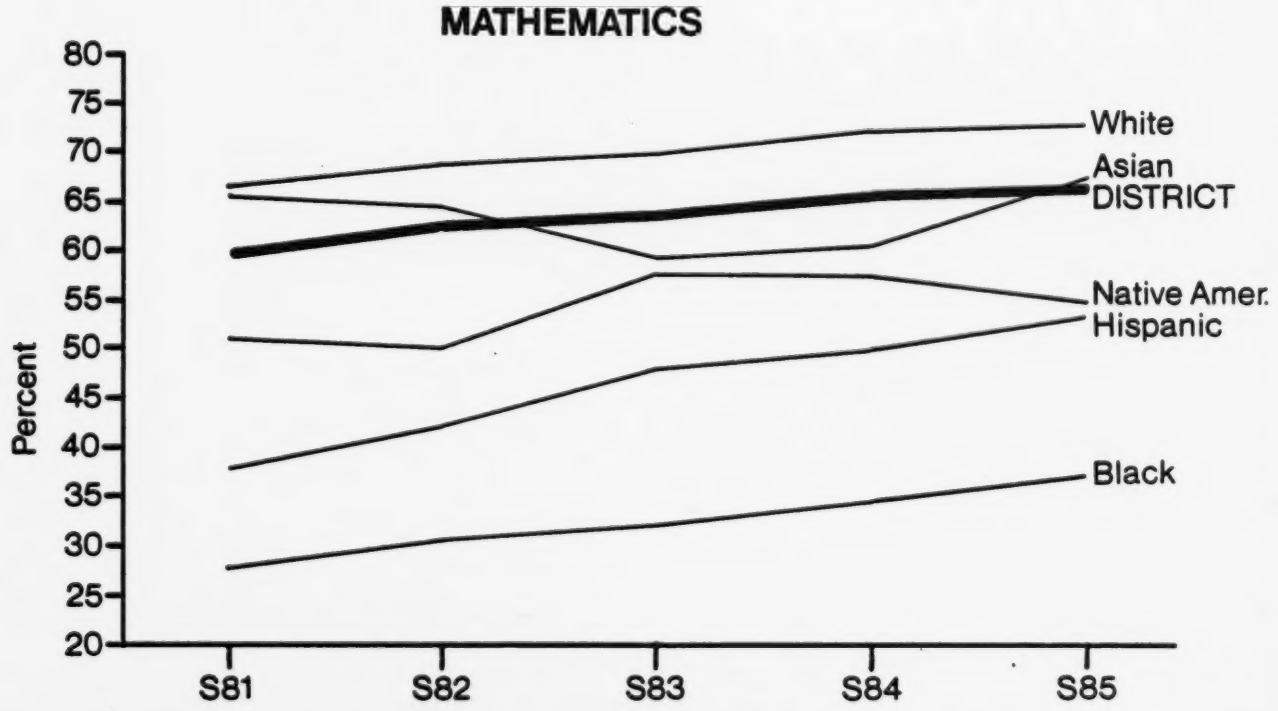


TABLE 2

SENIORS NOT PASSING GRADUATION STANDARDS TESTS

1984-85 School Year	--Grad Standards Tests-- Reading	Math	L.U.	Count by Ethnic Group
215 (5.8% of class) Not Passing One or More Tests	154	126	56	108 Asian 60 White 40 Black 6 Hispanic 1 Native American

1983-84 School Year	--Grad Standards Tests-- Reading	Math	L.U.	Count by Ethnic Group
193 (6.0% of class) Not Passing One or More Tests	128	97	27	101 Asian 44 Black 43 White 3 Native American 2 Hispanic

TABLE 3

HIGH SCHOOL GRADES BY ETHNIC GROUP
FIRST QUARTER, 1984-85

Ethnic Group	Percent of Grades Received A	B	C	D	F	Average GPA
American Indian	13.8	22.3	24.5	17.1	22.3	1.88
White	22.2	28.3	25.5	12.8	11.2	2.38
Black	11.6	20.7	28.5	19.6	19.6	1.85
Asian	28.7	31.7	25.3	9.3	5.0	2.70
Hispanic	14.8	21.4	28.8	16.9	18.1	1.98
Total	21.2	27.5	25.9	13.5	12.0	2.33

TABLE 4

CLASS ABSENCES BY ETHNIC GROUP
THIRD QUARTER, 1984-85

Ethnic Group	Average Absences
American Indian	3.5
White	2.8
Black	3.9
Asian	1.5
Hispanic	3.4
Total	2.9

TABLE 5

HIGH SCHOOL GRADUATION RATES BY ETHNIC GROUP
1984-85 SCHOOL YEAR

	American Indian	White	Black	Asian	Hispanic	Total
Graduates	30	1,912	306	310	43	2,601
Enrollment	44	2,275	379	358	59	3,115
Ratio	.682	.840	.807	.866	.729	.835

TABLE 6

HIGH SCHOOL DROPOUT RATES BY ETHNIC GROUP

Year	District	American Indian	White	Black	Asian	Hispanic
1977-78	8.5%	15.2%	8.2%	10.3%	2.4%	14.2%
1978-79	9.6%	21.5%	9.1%	10.8%	6.7%	16.7%
1979-80	9.1%	15.7%	8.8%	12.4%	4.1%	14.0%
1980-81	9.0%	15.8%	9.0%	12.1%	3.2%	11.1%
1981-82	7.1%	14.3%	7.0%	9.2%	4.1%	9.6%
1982-83	6.9%	12.8%	7.0%	7.7%	3.9%	9.3%
1983-84	7.5%	14.7%	7.8%	8.1%	2.8%	10.0%
1984-85	7.2%	14.5%	7.3%	7.1%	5.0%	10.4%

TABLE 7

SUSPENSION RATES BY ETHNIC GROUP

YEAR	SUSPENSION RATES					MEAN OF RATES	STANDARD DEVIATION
	AMERICAN INDIAN	WHITE	BLACK	ASIAN	HISPANIC		
1978-79	9.36	5.29	11.04	0.57	5.59	6.37	3.64
1979-80	3.74	4.21	9.29	0.97	4.93	4.63	2.69
1980-81	4.81	3.60	9.88	0.84	4.99	4.82	2.93
1981-82	4.05	3.90	7.97	0.78	5.09	4.36	2.31
1982-83	4.01	3.72	7.82	0.55	4.48	4.12	2.31
1983-84	4.06	3.04	7.22	0.84	2.99	3.63	2.08
1984-85	3.06	2.68	6.24	0.80	3.34	3.22	1.75

Program Access

In this analysis, we examined six program areas: talented and gifted programs, high school magnet programs, special education programs, ESL/bilingual programs, Chapter 1 programs and Project SEED.

TAG, high school magnet, and special education courses are offered districtwide to all youngsters and are not selective on the basis of ethnicity or cultural background. Therefore, fairly uniform participation by the various cultural/ethnic groups might be expected.

- Asian and white students showed the highest participation in TAG. Their rates, 7.5 and 7.4 percent, respectively, in 1985, were twice as high as those of other ethnic groups. American Indian, black and Hispanic students had a participation rate of about 3 percent. (Table 8)

- Black students had the highest participation in the magnet programs, averaging 12.9 percent in 1985. Hispanic students also showed an above average rate of 9.2 percent for that year. Asian enrollment in magnet programs (6.6 percent) was the smallest. Participation rates of American Indian and white students were slightly below the district average of 9 percent. (Table 9)

- There was a slight increase in special education enrollment in 1984-85 over previous years. The percentages of American Indian (16.4 percent) and black (16.3 percent) students receiving special education services were higher than those of the other ethnic groups. Asian students, on the other hand, had the lowest rate of participation, averaging 3.0 percent. Enrollment of white and Hispanic students was close to the district average of 10.5 percent. (Table 10)

English as a Second Language/Bilingual programs, Chapter I programs, and Project SEED are special programs established to meet the specific needs of many of the culturally and/or ethnically diverse students. Therefore, a higher participation rate by minority ethnic groups would be expected.

- ESL/bilingual programs served 1,709 students in 1984-85 in a variety of programs dealing with over 80 separate languages. Southeast Asian language groups comprised over 80% of the ESL/bilingual enrollment. Table 8 shows ESL/Bilingual Service Model (Table 11) enrollment by language groups for May, 1985.

- For the 1984-85 school year, black participation in Chapter 1 (25.4 percent) was twice as high as the district average of 11.5 percent. Participation rates for Asian, American Indian and Hispanic students were 16.1 percent, 17.3 percent and 18.2 percent, respectively. White students had the smallest enrollment in Chapter 1, averaging 7.9 percent. Table 12 shows Chapter I enrollment for 1984-85 by ethnic group.

- In proportion, more black students were enrolled in Project SEED than any other ethnic group. Their participation rate of 13.3 percent for 1985 was four times as high as the district average of 3.2 percent. Asian and white students had the lowest rate, averaging approximately 1 percent. American Indian and Hispanic students average around 3 percent. Table 13 shows October, 1984 Project SEED enrollment by ethnic group.

TABLE 8

TAG ENROLLMENT BY EHTNIC GROUP
MAY, 1985

	American Indian	White	Black	Asian	Hispanic	Total
TAG	31	2,771	236	300	29	3,367
District	934	37,595	7,491	3,998	968	50,986
Percent	3.3	7.4	3.2	7.5	3.0	6.6

TABLE 9

HIGH SCHOOL MAGNET ENROLLMENT BY ETHNIC GROUP
MAY, 1985

	American Indian	White	Black	Asian	Hispanic	Total
Benson	5	113	12	35	0	165
Cleveland	3	164	13	25	6	211
Jefferson	9	288	194	17	10	518
Lincoln	2	378	41	18	7	446
Total Magnet Enrollment	19	943	260	95	23	1,340
Total High School Enrollment	234	10,890	2,008	1,446	250	14,828
Percent in Magnet	8.12	8.66	12.95	6.57	9.20	9.04

TABLE 10

SPECIAL EDUCATION ENROLLMENT BY ETHNIC GROUP

	American Indian	White	Black	Asian	Hispanic	Total
1982-83:						
SPED	131	3,484	947	102	77	4,741
DIST	881	37,311	7,756	4,238	983	51,169
%	14.9	9.3	12.2	2.4	7.8	9.3
1983-84:						
SPED	127	3,464	999	103	103	4,796
DIST	947	37,493	7,479	3,900	981	50,800
%	13.4	9.2	13.4	2.6	10.5	9.4
1984-85:						
SPED	153	3,736	1,222	121	97	5,329
DIST	934	37,595	7,491	3,998	968	50,986
%	16.4	9.9	16.3	3.0	10.0	10.5

TABLE 11

ESL/BILINGUAL SERVICE MODEL BY LANGUAGE GROUPS
MAY, 1985

	ESL 1-2	ESL 3-4	ESL 5-6	ESL 7-8	ESL AB	ESL CD	ESL EF	ESL Lang Art	ESL Suppl	Limited Eng	Job Prep	Bilingual Class	Basic Skills	Computer Asstd	Consult	Total
Viet	156	133	173	61	40	40	24	109	113	98	42	64	31	25	7	1116
Mien	28	16	32	3	11	18	0	73	43	36	5	13	17	14	0	309
Hmong	13	25	38	11	10	5	11	20	103	28	16	8	1	6	2	297
Cambodian	53	52	49	25	16	10	7	12	42	29	20	1	7	1	0	324
Lao	22	33	33	14	23	24	10	51	47	46	13	12	11	8	2	349
Chinese	42	27	28	9	5	1	5	21	26	21	10	4	4	0	1	204
Spanish	8	5	8	3	5	5	0	9	23	0	0	1	1	0	3	71
Korean	0	3	3	4	0	1	1	2	2	3	1	0	0	0	0	20
Japanese	1	7	5	4	0	0	0	3	1	2	2	0	1	0	0	26
Arabic	2	1	0	0	2	0	0	0	2	0	0	0	0	0	0	7
Romanian	4	5	5	0	1	1	1	9	1	0	0	3	0	0	0	31
Other	25	23	19	15	10	14	1	24	36	4	4	0	2	0	3	180
	354	330	393	149	123	119	60	333	439	268	113	103	78	54	18	2934*

* Duplicated seat count.
Total unduplicated count was 1,709.

TABLE 12

CHAPTER I ENROLLMENT, 1984-85 SCHOOL YEAR

Enrollment	American Indian	White	Black	Asian	Hispanic	Total
Chapter I	162	2,960	1,905	645	176	5,848
Total District	934	37,595	7,491	3,998	968	50,986
Percent of District	17.3	7.9	25.4	16.1	18.2	11.5
Total in Chapter I Schools	575	17,039	5,854	2,312	618	26,398
Percent of Chapter I Schools	28.2	17.4	32.5	27.9	28.5	22.2

TABLE 13

PROJECT SEED ENROLLMENT (GRADES 4 AND 5) BY ETHNIC GROUP
OCTOBER 1, 1984

School	American Indian	White	Black	Asian	Hispanic	Total
Boise/Eliot	4	62	85	9	4	164
Faubion	1	60	38	5	1	105
Humboldt	2	15	100	0	5	122
King	2	18	96	0	0	116
Peninsula	0	59	23	1	0	83
Vernon	5	24	98	4	2	133
Woodlawn	3	23	59	1	4	90
Total SEED	17	261	499	20	16	813
Elementary Enrollment	478	18,711	3,758	1,688	524	25,159
% in SEED	3.6	1.4	13.3	1.2	3.1	3.2

Multicultural Curriculum

One of the district goals, as established by the Board of Education, is to provide an excellent multiethnic/multicultural education for all children. District staff continue to work toward the accomplishment of that goal. In elementary and middle schools, the Portland School District has (a) increased the information and materials on cultural groups in subject matter areas, (b) increased inter-group affective education, and (c) maintained offerings in foreign language and history. In high schools, the district has continued the use of global studies approaches to social science instruction. Throughout the district, ESL/Bilingual programs provide a great deal of language and cultural instruction for students whose home language is other than English.

The Portland Public Schools Curriculum Department has identified six major groups of United States citizens who have contributed to American cultures: European-American, Indian-America, African-American, Asian-American, Hispanic-American, and Pacific Island-American. The identification of these groups has allowed that department to look at how school curriculum can support the appreciation and knowledge of one's own culture and the culture of others.

The core subject areas for the Portland schools include art, health, language arts, mathematics, music, physical education, science and social studies. Each of these areas has goals and objectives for teaching content that is multicultural. Multicultural instruction embraces certain key concepts such as:

Traditions
Beliefs
Language and Symbols
Customs
Values
Equity
Historical Records
Recognition
Stereotyping
Discrimination
Oral History
Artifacts
Contributions
Civil Rights
Technology
Politics

The District Coordinator for Multiethnic/Multicultural Education works with subject matter specialists and the Directors of Instruction in providing teacher inservice on the use of key documents on multiethnic/multicultural curriculum. These include the scope and sequence and continuum for each subject area and the recently completed baseline essays on the African-American experience.

The content of the multicultural core curriculum is being referenced to the six major ethnic groups. The department has developed a cross-reference grid designed to link existing planning documents, instructional materials, the key cultural concepts, and the major ethnic groups as shown on the following pages.

	A	B	C	D	E	F	G	H	I
			Language			Physical		Social Studies	
	Art	Health	Arts	Math	Music	Education	Science	Black	Other
K			AfAm InAm Oral Hist. Traditions Beliefs		EuAm HsAm Traditions Beliefs Language			AfAm Recognition Equity Civil Rights	EuAm HsAm Traditions Language History
1	InAm Customs Family Role Beliefs		AfAm Lang./Symbols Universals		InAm Recognition Traditions Language	HsAm Customs	PcAm Contributions Lang./Symbols	AfAm Visibility Hist. Records Civil Rights	AfAm Hist. Records Social Injustice
2	InAm AsAm Natural Resources	AsAm Contributions Recognition	AsAm Oral Hist. Customs Beliefs	AsAm HsAm AfAm Diversity Customs	AsAm Traditions Customs Artifacts	AsAm Customs Competition	HsAm Customs Creativity Industry	AfAm Social Injustice Hist. Records	InAm Contribution Hist. Records
3	HsAm Traditions Customs Creativity	AfAm Contributions Nat. Resources Technology Oral/Written Records	HsAm Written Records Lang./Symbols	AfAm EuAm Contributions Differing Practices	HsAm Customs Recognition	AfAm Customs Competition	PcAm Customs Creativity Industry	AfAm Contributions Politics Visibility	EuAm AsAm AfAm Customs Hist. Records
4	InAm AfAm EuAm Customs Universals	InAm Nat. Resources Recognition Customs	AsAm Lang./Symbols	AfAm HsAm Contributions Technology Creativity	AsAm Customs Creativity Conventions	AsAm Customs Competition	AsAm Contributions Nat. Resources Technology	AfAm Oral Hist. Traditions Hist. Records	EuAm HsAm AsAm Customs Nuclear Reactions
5	InAm HsAm Artifacts Industry	EuAm Contributions Recognition	EuAm AfAm Traditions Creativity Language	AfAm Contributions Creativity	AfAm Customs Traditions Creativity	HsAm Competition Customs	HsAm AfAm Customs Industry Nat. Resources	AfAm Hist. Records Customs Diversity	AfAm EuAm Recognition Contribution
6	AsAm InAm Industry Contributions	AsAm Recognition Contributions	InAm AfAm Oral Hist. Contributions Customs	AsAm Contributions	PcAm Customs Traditions Artifacts	AsAm EuAm Customs	AfAm Industry Nat. Resources Creativity	AfAm Politics Recognition Visibility	InAm Customs Nat. Resources
7	AsAm Technology	AsAm Technology Customs Contributions	InAm AfAm HsAm AsAm Civil Rights Politics	AfAm Contributions Technology	AfAm Customs Oral Hist. Soc. Injustice Creativity	EuAm AsAm HsAm Customs Nat. Resources	InAm Recognition Creativity	AfAm Discrimination Equity Access Bias	EuAm AsAm HsAm Immigration Diaspora Lang. Barrier
8	HsAm Industry Contributions Customs		AfAm AsAm EuAm Traditions Oral Hist. Diversity	PcAm Contributions Creativity Customs	AfAm EuAm Contributions Customs Creativity	EuAm InAm Customs Nat. Resources	AfAm Contributions Creativity	AfAm Political Policies Equity	AfAm HsAm AsAm Civil Rights Politics Equity

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CROSS REFERENCE TO MC/ME INSTRUCTIONAL ACTIVITIES

1A Northwest Indian masks depicting community roles

2A Use of braiding of natural materials to lift, bind, carry that became macrame art

3A Novel constructions of the traditional pinatas

4A Ethnic carvings depicting roles or histories of the community

5A Pre-Columbia art--pottery

6A Origins of textiles--their creation, coloration and patterns--Chinese

7A Chinese pottery wheel

8A Aztec, Inca of Mexico and Andes Indians wove patterns into cotton, alpaca cloth

3B Egyptians wrote about care of wounds

4B Use of herbs, roots, bark for healing

5B Jonas Salk developed polio vaccine

6B Japanese medical researchers isolated tetanus, diptheria bacillus, syphilis spirochete

7B Hmong health kit developed by Asian Americans in the U.S.

KC Folktales of African and Indian cultures that relate literary heritage

1C Folktales from African cultures that employ sound words

2C Picture stories told about Japanese folktales

3C Olnec writings

4C Chinese printing system

5C Dialectic expression to represent an ethnic group or geographic region

6C A variety of folktales recounted through oral and written forms

7C System study and evaluation of newspaper articles and editorials regarding treatment of news about various ethnic groups

8C Recognition of how writers use the prove from various cultures in their writing

2D Counting systems in various cultures

3D Variety of math notation systems - SE Asian, Egyptian, South American Indians

4D Egyptians develop math process for multiplication and division by using additive properties.

5D Egyptians develop math process for multiplication and division by using additive properties

6D Chinese developed abacus calculating device

7D Banniker created first clock/surveyed circulating street plan for Washington, D.C.

8D Pacific Islanders, without a written number system, developed mental and finger calculating systems

KE Folksongs describing life in French and Spanish countries (see Crossties)

1E Using Dakota Indian language phrase, students learn about Indian legends

2E Japanese folktales set to music, with simulation of original instruments

3E Using both conventional and Spanish instruments, children play and sing music of a Mexican folktale

4E Items from kit of Japanese artifacts are used to teach the rhythm pattern of Japanese folksong

5E Ghanain folksong is performed in original style with chanting, responses, hand clapping and body motions

6E Polynesian folksongs are sung and instrumental performance using reproduction instruments

7E Blues music is studied as a reflection of troubles of the black man; the blues as a genre of rhythm and scale

8E Activity merges the elements of contemporary jazz techniques by referencing to its African roots

1F Argentinian version of Ring Around the Rosey; Chilean version of Cat and Mouse

2F Burmese jumping seed game

3F African hopscotch game

4F Chinese Eagle and Chicken game

5F Games involving rubber ball similar to baseball

6F Origins of checker game--Asian continent; Italy

7F Origins of dominoes; carving of bone to make dominoe dies

8F Origins of cribbage; carving of bone by Eskimos for the board

1G Hawaiians and Tahitians developed navigation systems by using stars; outfitted boats with masts

2G Mexican/So. American Indians cultivated crops, developed floating gardens

3G Hawaiians and others develop methods for preserving foods, bark cloth, pearl shell tools; cultivated bread fruit and taro

4G Chinese developed lodestone procedure for the compass used for navigation

5G Africans, Aztecs cultivated plants growing wild to be sustained crops

6G Tribes in Tanzania and Nigeria developed process for smelting and working iron ore

7G Navajos built special rooms for astronomical observations

8G C.R. Drew developed process for storing blood

KH Introduction to the life and times of Martin Luther King

1H Review of stories about Martin Luther King's boyhood

2H Blacks in America: The colonial slave system (see simplified treatment in Follett Social Studies: Communities)

3H Blacks in Portland in community position of responsibility

4H Tracing the family lineage by "griots" to establish family chronology

5H Early history of blacks in Portland and Oregon; ethnic neighborhoods

6H Election/appointment of blacks to Supreme Court, U.S. Senate

7H Review of past and current racism, ethnic isolation practice in the South

8H Black organizations advocating black interests

KI Historical background of songs and games in Mexico amd France

1I Patriots in American history; contributions of black persons

2I Famous Indian women in American history

3I Ethnic neighborhoods in urban areas

4I Variety of traditional ways in which family birthdays are observed

5I Name references to geographical points and communities

6I Native American tribal fishing rights

7I European, Asian, Central American emigration to North America--causes, effects, problems

8I Civil rights legislation and its effects

Educational Media provides multicultural resources for teachers and students. The Professional Library provides updated listings of new books for teachers and develops special display collections on Afro-American and Asian-American studies. The Central Audiovisual Library has a collection of films, videotapes, sound filmstrips and locally produced specialized kits on Afro-Americans, native Americans and Asian-Americans. Both libraries make presentations to school faculties on multiethnic/multicultural holdings. Materials in both libraries, and holdings of school media centers, are indexed in a bibliography entitled Community of People. First published in 1982, the bibliography will be revised to include new holdings.

The ESL/Bilingual program addresses multicultural curriculum in three ways: new student orientation, appreciation and support for home language and culture, and awareness of America's multicultural society. The program's Assessment Center provides initial orientation. Each school provides its own in-building orientation. Basic skills classes, which include an orientation to American culture, are offered in certain middle and high schools. The ESL instruction includes bilingual instruction, language and cultural classes, and training for faculty and students in ESL schools. Bilingual instruction and school integration activities provide for awareness of our multicultural society.

In addition, the program provides multicultural curriculum components for students from diverse linguistic and cultural backgrounds, especially in the areas of Hispanic and Asian languages and cultures.

Personnel

At each individual school, the ethnic distribution of teachers generally corresponds with that of its students. Schools with an above average percentage of one group of students often have an above average percentage of teachers of the same group. Looking at the district as a whole, however, one finds a consistent pattern of discrepancies. For minority groups, teacher percentages are generally less than one-half of the respective student percentages. There is a discernible pattern that minority teachers are under-represented in the teaching staff. The discrepancies between teacher and student ethnic distribution are most pronounced at the high school level.

The district has made significant efforts in this area in the past few years. The hiring of a black Director of Personnel and then of a black Superintendent marked a real commitment on the part of the district to move in the direction of hiring minority personnel in key positions which have an impact on children's education. This past summer, the district hired 256 new teachers: 211 were white, 13 were Asian, 3 American Indian, 3 Hispanic, and 26 Black. The addition of minority teachers helps to improve the representation of culturally diverse personnel in the district's classrooms.

Recently, the Superintendent has assigned additional responsibilities to district offices for monitoring the progress of culturally diverse students, maintaining communications with culturally diverse parents and patrons, and reporting and making recommendations concerning the education of culturally diverse youth. This has led to the recent hiring of a bi-cultural Hispanic educator in central administration to carry out the district's commitment to place a greater number of minority personnel in positions where they can influence educational policy and student learning, have access to important student information, and have the opportunity to make significant contributions to the school system.

The ESL/Bilingual Program is working with the Personnel Department and with Portland State University to create a career ladder for the upward mobility of bilingual paraprofessionals who want to become teachers. Using Federal funds, the district hopes to be able to certify a number of bilingual paraprofessionals as math and science teachers in the next two to three years.

A further step the district is planning, to carry out its commitment to recruiting and retaining multiethnic/multicultural professional personnel, is the concept of Develop Your Own Teacher. This concept involves locating minority students who have aspirations of becoming teachers, developing a system to encourage these students to enroll in courses that prepare them for their university studies in education, assisting them in entering the university, and continuing guidance at the university level to guarantee the success of these students. The district is looking into the availability of scholarships and other funding to assist such students. The continued process after graduation will be to hire these young professionals as employees of the district. Appropriate placement of these teachers will help the district incorporate the new teachers' talents, sensitivities, and ethnic diversity into its teaching force.

TABLE 14

ETHNIC PERCENTAGE RATIOS OF TEACHING STAFF

	American Indian	White	Black	Asian	Hispanic
Elementary	.16	1.20	.48	.31	.48
Middle	.0	1.23	.50	.31	.94
High	.12	1.27	.28	.21	.23

Note: Percentage ratios are obtained by dividing percentage of teachers of an ethnic group in the schools by percentage of students of the same ethnic group in the same schools. A ratio greater than 1.0 suggests over-representation; a ratio less than 1.0 suggests under-representation.

Polity Representation

We have reviewed the ethnic composition of district central administration, school principals, Citizen Advisory Committees (CACs) and the Desegregation Monitoring Advisory Committee (DMAC). The data in Table 15 indicate that three groups (American Indian, Asian and Hispanic) were consistently under-represented in such policy groups except DMAC. Blacks were over-represented in central administration and DMAC but under-represented in principals and CACs.

TABLE 15

ETHNIC PERCENTAGES OF POLICY GROUP MEMBERSHIP
MAY, 1985

Policy Group	American Indian	White	Black	Asian	Hispanic
Board of Education	0	100	0	0	0
Central Administrators	0	78	22	0	0
Principals	0	86	11	2	1
DMAC	0	34	64	1	1
BCC	0	100	0	0	0
CACs:					
Cleveland	0	100	0	0	0
Franklin/ Marshall	0	100	0	0	0
Grant/Benson	0	100	0	0	0
Jefferson	0	80	20	0	0
Lincoln	0	100	0	0	0
Madison	0	100	0	0	0
Roosevelt	0	88	6	0	6
Wilson	0	100	0	0	0
Students	2	74	15	8	2

III. SYNTHESIS

Table 16 summarizes the status of each ethnic group on key indicators compared to the status of the district's student population as a whole. In Table 16, a plus sign indicates that the ethnic group is higher than the district on that indicator, a minus sign indicates that the group is below the district average, and a zero indicates that the group is approximately at the district average. Under Student Performance, negative indicators, such as drop-out rates, have been converted to positive indicators, such as school completion (nondropouts) so that in all instances a plus sign carries a positive value, a minus sign a negative value.

TABLE 16

SUMMARY INFORMATION BY ETHNIC GROUP
1984-85

Indicator	American Indian	White	Black	Asian	Hispanic
Student Performance: (Positive Indicators)					
Elementary Basic Skills					
Achievement Test Results					
Rate of Gain					
Reading	-	0	+	0	+
Math	-	0	+	0	+
Current Level					
Reading	-	+	-	-	-
Math	-	+	-	0	-
Percent Passing Grad. Standards Tests (over the last two years)	0	+	-	-	0
Graduation Rate	-	0	-	+	-
Grade Point Average	-	0	-	+	-
Attendance	-	+	-	+	-
School Completion (nondropouts)	-	0	0	+	-
School Behavior (nonsuspensions)	0	+	-	+	0
Program Access:					
TAG	-	+	-	+	-
High School Magnets	-	-	+	-	+
Special Education	+	-	+	-	-
Chapter I	+	-	+	+	+
SEED	0	-	+	-	0
Teaching Personnel:					
Elementary	-	+	-	-	-
Middle	-	+	-	-	-
High	-	+	-	-	-
Polity Representation:					
Admininstrators	-	+	+	-	-
Principals	-	+	-	-	-
CAC	-	+	-	-	-
DMAC	-	-	+	-	-

Note: Only the most recent data are included in summary.

+ = Above district average
- = Below district average
0 = At or very near district average

In analyzing data on teaching personnel and polity representation, we have divided the percentage of persons in each ethnic group by the percentage of students in that ethnic group. For example, 89.5 percent of elementary teachers and 74.4 percent of elementary students were white. Dividing 89.5 by 74.4 gives us 1.20. A number greater than 1.0 indicates that the percentage of persons in that ethnic group is higher than the student percentage, suggesting over-representation. A number less than 1.0 indicates that the percentage of persons in that ethnic group is less than the percentage of students in that group, suggesting under-representation. In Table 16, over- and under-representation are indicated by plus and minus signs, respectively.

This synthesis can provide a general profile for each ethnic group. For example, American Indian students as a group had lower than average test scores, lower than average grades, higher absence rates, and higher dropout rates. They showed higher than average participation in special education and Chapter 1 program, but lower participation in TAG and magnet programs.

Such general profiles can be drawn from Table 16 for each ethnic group.

IV. CONCLUSIONS

In each area of review, the district has developed plans to improve the education of its students of all cultural and ethnic backgrounds. For example:

- The district is expanding the levels testing to include more subject areas (e.g., science and social studies) and grade levels. It continues to review test items and testing procedures for potential bias and develop more sophisticated ways of analyzing data on student growth. In addition, the district is working on data systems which will allow for longitudinal tracking and analysis of student data on school grades, absences, dropouts and suspensions.

- To improve program functions and outcomes, the district is reviewing and analyzing ways in which it has operated its special programs, including TAG, high school magnets, special education, ESL/bilingual, Chapter 1, and Project SEED.

- The Curriculum Department has developed a series of plans to revise and expand multicultural resources and materials as well as inservice training for teachers.

- The Personnel Department is implementing a plan to attract and retain minority teachers, and the district is looking at innovative ways of developing qualified minority applicants.

- This was the first time the district gathered data on policy group representation, a practice which will now be continued.

Continuing its efforts to ensure equality of educational opportunity, and incorporating the results of this reporting and analysis effort, the district is now making new commitments in the following areas:

- The district will continue and expand its current efforts in compiling data on all of its students. A wider range of ethnic/cultural groupings may be identified as a basis for data collection and review. The data

might include more specific information such as the percent of each ethnic group in each of several selected categories of programs or performance groupings. Separate analyses can be made for each category, as appropriate. The more specific information will be more useful to the district in interpreting the pertinent data and in developing policies and strategies for dealing with the issues.

- The district has adopted a policy to prepare an annual consolidated report of key statistics indicating the status of all children in the Portland schools in major areas affecting their education, including: student performance, access to programs, curriculum, staffing, and policy/advisory group representation. This and subsequent reports will be used as a basis for discussing policy questions concerning the education of the district's culturally diverse student population and for finding effective ways of remedying identified problems.

- The district will conduct more indepth analysis of its data, once they become available, to detect potentially convergent or divergent trends. For example, the longitudinal achievement data show that the various ethnic groups are closing the achievement gap instead of spreading further apart over time. This information is as relevant, if not more so, to policymaking as an existing difference at a particular point in time. Similar analyses can be made of data pertaining to other variables of interest. Such indepth studies may also focus on one or two ethnic groups at a time to identify variables affecting the conditions and outcomes of their school experiences.

It is clear that this report is one more step of a long journey of understanding and improving the education of all students in Portland Public Schools. As part of carrying out its commitment to the pursuit of equity and excellence for all its students, the district continues to centrally gather and analyze statistical data on its culturally diverse student population, and to use that analysis for informed decision-making. The purpose of this report, and the annual statistical reports which are to follow, is to assist the district and the community in their continued efforts in making informed decisions leading to improved equity and excellence in the Portland schools.